DOCUMENT RESUME

ED 063 073 88 RC 006 195

TITLE	Teaching is for Kids. 1972 Edition. [A Documentary of Title III, ESEA Projects in Maine.]
INSTITUTION	Maine State Dept. of Education, Augusta.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
PUB DATE	72
NOTE	25p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Cultural Enrichment; *Educational Improvement; Educationally Disadvantaged; *Enrichment Programs; *Federal Programs; Guidance; Handicapped; Music; Natural Resources; Outdoor Education; Professional Training; *Program Descriptions; Resource Centers; *Rural Schools; Social Studies
IDENTIFIERS	Maine; PACE; Projects to Advance Creativity in Education

ABSTRACT

In this documentary of Title III projects funded under the Elementary and Secondary Education Act, a 2-page descriptive narrative of each of 10 funded projects in Maine is given. Each project is classified by subject matter and is listed under 1 of the following headings: (1) Professional Improvement, (2) Help for the Educationally Disadvantaged, (3) Giving American History Meaning, (4) Maintaining and Improving Maine's Environment, (5) Individual Learning and the Nation's First Four-day Week, (6) Learning the Sounds of Music, and (7) Media Center. A source for obtaining additional information is included with each project description. A related document is ED 043 404. (LS)

ED 063073

TEACHING IS FOR KIDS

RECEIVED
MAY 31 1972
NMSU
E.R.I.C.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

1972 EDITION

STATE OF MAINE

Department of Education

AUGUSTA, MAINE 04330

April 15, 1972

TO: Educators and Citizens of Maine

In adopting the concept that "Teaching Is for Kids," Maine has recognized the need to create a climate throughout the state in which change is encouraged and acceptable--where experimentation is in order.

One significant attempt to implement this philosophy has been a series of innovative and exemplary educational programs initiated in Maine in recent years through funding provided by Title III of the Elementary and Secondary Education Act of 1965. Known as PACE (Projects to Advance Creativity in Education), Title III has made possible some of the vital changes needed to close the gap between what we know and what we do in education.

Such change does not take place in weeks or even months; but, increasingly, new knowledge about teaching and learning is being translated into educational practice in Maine's classrooms. Our people have a growing awareness of new programs and services which can supplement or supplant existing outmoded methods. Administrators, teachers, parents and students are exploring and adopting creative approaches to educational problems.

The ESEA Title III programs described in the following report are a significant part of Maine's effort to bring about that change.

Carroll R. McGary

CARROLL R. McGARY
Commissioner
Maine Department of Education

PERSONNEL

MAINE DEPARTMENT OF EDUCATION

Carroll R. McGary
Commissioner

Omar P. Norton
Associate Commissioner
Bureau of Special Resources

Joseph J. Devitt
Director
Division of Federal Programs

(Position Open)
Coordinator
Title III, E.S.E.A.

Carl E. Kirkpatrick
Consultant
Title III, E.S.E.A.

The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred. This booklet may be duplicated in whole or in part, whenever such duplication is in the interest of bettering education for children. Please credit the Maine Department of Education, Title III Office, Augusta, Maine.

This documentary designed and written by Communication Concepts Augusta, Maine

TABLE OF CONTENTS

PROFESSIONAL IMPROVEMENT
Auburn—"Professional Improvement for Elementary Principals" 4

HELP FOR THE EDUCATIONALLY DISADVANTAGED
Falmouth—"ARISE" (Active Rehabilitation Integrated with Socialization and Education) 6
Bridgton—"Operation Bright Peaks" 8
Winthrop—"Individual Curricula for Educationally Handicapped Students" 10
Stonington—"The Open Door" 12

GIVING AMERICAN HISTORY MEANING
Orono—"Project PRIDE" 14

MAINTAINING AND IMPROVING MAINE'S ENVIRONMENT
Yarmouth—"The Maine Environmental Education Project" 16

INDIVIDUAL LEARNING AND THE NATION'S FIRST FOUR-DAY WEEK
Unity—"Individualized Learning and Responsibility Development" 18

LEARNING THE SOUNDS OF MUSIC
Harrington—"Traveling from Sound to Sound" 20

MEDIA CENTER
Calais—"Project Lodestone" 22

TEACHING is for KIDS

MAINE

Printed under State Appropriation No. 4632-3010

PROFESSIONAL IMPROVEMENT
FOR ELEMENTARY PRINCIPALS

Applicant: City of Auburn
Date of initial Title III funding: February 1968
Director: Robert A. Jones
105 Main Street
Waterville, Maine 04901

An effective elementary school principal is aware of and responsive to the special needs of his students, staff and community. Professional Improvement attempts to develop an administrative leader who is sensitive to these needs and adequately trained to work for constructive changes to meet needs.

Professional Improvement for Elementary School Principals was funded initially as a planning grant by the United States Title III Office in 1968. The program was established to study and then to recommend solutions to the problems facing rural elementary school principals in Maine.

In 1970, the program broadened its scope of assistance to include a statewide in-service education program for elementary school administrators throughout the state. The program received its funding through the Maine Title III office.

Robert Jones, project director, assists St. John's School Principal Leta Young with resource material from the files.

During that first year, Professional Improvement for Elementary School Principals consisted of two phases. The first phase included an intensive six-week summer institute held at the Gorham campus of the University of Maine. Twenty-one elementary school principals worked and trained together in an attempt to improve their skills and attitudes as professional administrators.

Four sets of two guest instructors conducted seminars for one and one-half weeks. The four topics of concentration were Instructional Leadership, Adaptation of School Facilities, Learning Resource Centers, and Elementary School Guidance. In addition, a special human relations training program was developed and conducted by professional trainers.

The final week of the institute was devoted to planning the program's second phase. Fifteen workshops of one-day duration were developed for the 1970-71 school year. The workshops were designed for elementary principals who had not attended the institute. Each workshop was held in a different area of the state and was conducted by a group of summer institute participants.

Sample workshop topics included individualized instruction, the open school concept, and the extended school year.

The Professional Improvement for Elementary School Principals project is now in its second full year of operation. More than one-third of Maine's elementary school administrators have participated in one or more phases of the program.

During the past summer, 33 elementary education principals attended a four-week summer institute conducted at Thomas College, Waterville. Ten of the participants were members of

Planning in-service training for principals is the result of teamwork. From left, Project Secretary Helen Cary, St. John's School Principal Leta Young, Nash School Principal Richard Kidder and Project Director Robert Jones.

the first summer institute who returned to expand their skills.

The entire group focused its studies on planning, communications and instructional leadership. Once again, an extensive human relations training program was conducted to unfreeze attitudes and to improve levels of communication on the part of the participants. The group also made plans for 15 regional workshops to be held during the 1971-72 school year.

A short-term internship program was designed for teaching principals who had not been able to take part in either an intensive summer institute or a one-day workshop. According to the plans of the internship program, a teaching principal would spend seven to ten days (continuously or singly) with a full-time supervisory principal of a different school system. The teaching principal would be afforded an opportunity to become more aware of the duties of a full-time principal, to observe areas of particular concern at another school, and to build better supervisory skills. A program of awarding 10 to 15 internships (depending upon the need) is being initiated early in 1972. Each internship program is individualized to the participant and based on a self assessment of needs and interests.

Current plans for future activities include weekend human relations laboratories and evening seminars to increase the skills of administrators who cannot attend daytime activities.

The Professional Improvement for Elementary School Principals program is attempting to improve the quality of elementary school experiences of Maine youngsters by improving the skills and training of administrators. ●

YOU can...

Request further information from Project Director Robert Jones.

ARISE

ACTIVE REHABILITATION INTEGRATED WITH SOCIALIZATION AND EDUCATION

Applicant: Falmouth School Department
Date of initial Title III funding: June 1969
Director: Mrs. Elizabeth G. Morrison
75 Grant Street
Portland, Maine 04101

Last year, Operation ARISE introduced Susan, a 14-year-old hemiplegic (paralyzed on one side of her body), to sewing classes at the Y.W.C.A. Susan had never participated in any independent activity. Her family was interested and cooperative, but previously thought that they just could not let Susan out on her own. Within three months, Susan had advanced from taxi to public bus for transportation; had made three dresses; had transferred to a public school; and had joined her church choir. Susan currently travels independently and was at the Cerebral Palsy Center as a summer volunteer.

ARISE, now in its third year of operation, is designed to supplement the educational program of the Portland Cerebral Palsy Center. The program gives the handicapped child a chance to develop as a "whole person" with the guidance of a staff made up of a project director, social worker, project aides, project secretary, shop students, style and grooming teachers, psychiatrist, clinical psychologist, registered nurse and vocational counselor.

In 1968, the Center's professional staff, including medical and para-medical members, concluded that handicapped children often go through traditional special education programs without achieving significant maturity or independence. Many years of concentrated therapy and effort too often resulted in house-bound, unemployed, young adults who had never played with other children, handled money, worked in any capacity or gone anywhere by themselves. These handicapped youths had neither practical knowledge of their capabilities nor awareness that they could function in practical, everyday situations.

Thus, the Cerebral Palsy Association, with the sponsorship of the Falmouth School Department, applied for a Title III grant to fund Operation ARISE.

ARISE attempts to develop to full potential the physical, intellectual, social and emotional capacities of 50 educable (and above) physically handicapped children between the ages of five and 20.

The youngsters learn to play and work with other students in a school setting. Through special tutoring classes, recreational programs, hobbies, vocational counseling and cultural enrichment activities, they learn to function within the mainstream of community living.

Once totally dependent upon his family and outside agencies, an ARISE graduate realizes his individual capacities and is better able to cope by himself with the basic problems of everyday living.

Operation ARISE focuses its activities on four groups: the children, their parents, the project staff, and the community.

CHILDREN—As a result of the program, youngsters have learned to overcome or modify their specific handicaps. A mobility and communication workshop teaches students the types of transportation available and the basic language and skills necessary to use these facilities. Students learn to use a telephone and taxi services, read bus schedules, and ask for directions to specific locations.

Through special play workshops, a child creates, learns to work with other children, and most important, learns to solve problems related to his handicap.

Students learn to live within a community rather than outside it by taking part in the programs of community agencies such as scouts, YWCA and YMCA. In addition, the older students are exposed to movies, shopping tours, restaurants, field trips

Pure delight is expressed by these little girls during a visit to the fire station. Such experiences help the handicapped understand and adapt to the outside community.

and sports events.

Operation ARISE also provides instructions in good grooming, social behavior and personal hygiene. Creativity is fostered in the art and music programs. Student groups discuss family, school, social and vocational problems and allow the sharing of individual problem-solving techniques.

Work apprenticeships and vocational counseling help students develop their skills and become more aware of job possibilities for handicapped adults.

PARENTS—The birth of a handicapped child often complicates normal adjustment to parenthood. Parents not only have to recognize their own prejudices and fears but also those of family and friends. ARISE provides group counseling sessions conducted by a psychiatrist to help parents cope with the special problems of handicapped children without losing sight of the usual and normal problems of childhood and adolescence.

ARISE attempts to provide the answers to questions such as, "Will he ever work?" "Will he ever be independent?"

PROJECT STAFF—In-service training, monthly workshops and seminars enable members of the staff to increase their knowledge of the needs of the handicapped.

Professional staff members are given opportunities to learn and develop innovative techniques in approaching the total education of the handicapped, brain-damaged child.

COMMUNITY—Just as students are taught to function in a community, communities must be prepared to include the handicapped. Through community activities sponsored by Operation ARISE, local agencies are made more aware of the self-sufficiency of a handicapped child and adult.

- **As a result of Operation ARISE, children like Susan are no longer friendless and home-bound. They have learned to rise above their handicaps.**

YOU can...

Arrange to visit the Portland Cerebral Palsy Center.
Request more information from Director Mrs. Elizabeth G. Morrison.
View a film on the project's activities.

Special tutoring in hobbies such as clay modeling helps the students of ARISE to function within the mainstream of community living.

OPERATION BRIGHT PEAKS

Applicant: School Administrative District 61
Date of initial Title III funding: June 1969
Co-directors: Samuel Hoyt
School Administrative District No. 55
Kezar Falls, Maine 04047

Norman Weed
School Administrative District No. 61
Bridgton, Maine 04009

Thelma Hapworth
School Administrative District No. 72
Fryeburg, Maine 04037

A child, to be successful as a learner, must be freed from preoccupation with physical, social and emotional problems. Through the services of Operation Bright Peaks, a student learns to overcome feelings of insecurity, depression and/or illness which often result in a discouraging school experience.

Operation Bright Peaks serves as a catalyst between a mental health agency and three public school systems located in Cumberland, Oxford and York counties. The program is a combined effort of School Administrative Districts 55, 61 and 72 and the Western Maine Counseling Service to provide special services for children who are disadvantaged in learning potential because of physical and/or emotional disabilities.

School Nurse Mrs. Olamae Wheaton takes a student's temperature.

The program attempts to identify the causes of educational handicaps in children and, by correction and therapy, to develop youngsters who are better prepared to perform in their classes as acceptable, productive students.

Bright Peaks is staffed by two psychologists, a social worker, three school nurses, one speech and hearing therapist and three part-time directors. The specially-trained nurses and therapist are located directly in the three school administrative districts served.

Eye tests are given to all students by the nurses. Screening is done on all children, and records are kept of visual acuity, the condition of eyes and lids, bodily positions, sight and behavior complaints, and symptoms of hyperopia (farsightedness).

Children failing the eye test are referred for further testing and correction. Forty-five percent of the children found to have impaired vision are now wearing glasses.

Nurses visit the homes of children who for health reasons do not attend school regularly. These visits, in addition, serve as follow-ups to physical and/or mental health problems. Records are kept of each initial visit and are compared with the records of follow-up visits. Parents are counseled on the health of their children as each nurse promotes the understanding that the mental

Speech and Hearing Therapist Mrs. Virginia Herns, left, and Teacher Mrs. Rita Rankin work with two students.

and physical health of a family is important to the welfare of a child.

All students in grades 1-4 and in junior and senior high school receive physical examinations from a qualified physician. Health records are kept, and physical defects of children, whenever possible, are referred for correction. The parents of 65 percent of the children identified as having some type of physical defect have consulted their family doctors or other specialists.

Immunizations against diptheria, whooping cough, tetanus, smallpox and polio are available to all students.

As a result of Operation Bright Peaks, children with speech and/or hearing defects have demonstrated marked improvement in speech patterns and auditory perception as determined by the speech and hearing specialist. All students in the three SAD's have received speech and hearing tests, with follow-up work where required. Students are tested for articulation and voice disorders, stuttering, delayed language and aphasia (a loss or impairment of the power to use words).

Children who seem upset and unresponsive to a regular classroom setting are referred to the Western Maine Counseling Center at Bridgton. The center, located at a small school building, provides counseling for students and their parents.

Operation Bright Peaks is now in its second year of Title III funding. Most parents have been enthusiastic in their acceptance of the program and have demonstrated this by their promptness in seeking the help of specialists (opthalmologists, optometrists and dentists), when recommendations have been made by project personnel. Parents who have visited the Counseling Service as clients have high praise for the assistance they received.

Through the services of Bright Peaks, school curricula are being offered to meet the individual needs of clients, such as the Special Needs class at Lake Region High School and special classes for the mentally retarded in all three school districts. ●

Students who have been exposed to corrective measures offered through Operation Bright Peaks have shown by their performances in academic areas (measured by daily achievement and standardized test scores) and in their participation in school activities that the growth and function of each child has improved.

YOU can...

Request further information or schedule a visit to Bright Peaks.

Contact Mr. Samuel Hoyt, Elementary Supervisor, Sacopee Valley School District No. 55, Kezar Falls, Maine 04047.

INDIVIDUAL CURRICULA

FOR EDUCATIONALLY HANDICAPPED CHILDREN

Applicant: Town of Winthrop
Date of initial Title III funding: June 1969
Co-directors: Jack Savona
Norman Whitzell
Winthrop High School
Winthrop, Maine 04364

Individual Curricula for Educationally Handicapped Children was originally designed to help 30 Winthrop High School students who were not adequately benefiting from the traditional high school curriculum, structure and teaching methods. The educational system had just been unable to reach them for one or several reasons. The students, bored and frustrated with school, displayed the tendencies of potential dropouts.

These youngsters were not mentally retarded, but rather educationally handicapped. They were characterized by low intellectual potentials, poor reading skills, histories of limited academic success, and low socio-economic backgrounds. School had no relevancy to their lives.

Individual Curricula proposed to retain these youngsters in school, substantially raise their communication skills, elevate their self-images and prepare them for practical, productive living.

School was held in an informal atmosphere at the Winthrop Congregational Community House under the guidance of two instructors. Teaching was tailored to the academic, social and vocational needs of the individual students.

Newspapers and periodicals replaced textbooks. Tax returns and other everyday applications supplemented formal mathematics. Students were evaluated, not with letter grades, but by weekly and monthly narrative reports.

Individual Curricula concentrated on the development of the entire student. Any social problem which affected the student's learning became the concern of his teacher.

At the end of the program's second year of operation, only three out of 60 program participants had dropped out of school, a figure well below the school's norm.

Individual Curricula for Educationally Handicapped Children is currently in its third year of federal funding through the Title III office. Although the program still retains the initial four objectives, its target group now includes junior high school students.

A total of 30 students (15 seventh and eighth graders and 15 high school students) are enrolled in this year's program.

Because young people develop basic reading problems and psychological blocks before entering high school, the program attempts "to nip the problem in the bud," says Co-director Whitzell. Individual Curricula serves as a vehicle to improve skills and attitudes at the junior high school level and then to return the students to a regular high school environment on a full-time basis.

Program participants at the junior high school level average one class a day at the school building. The rest of the school day is spent at the Winthrop Teen Center where the students concentrate at their own pace in small, informal groups.

Students learn to recognize their capabilities and to accept themselves through interpersonal relationships with their instructor and group members.

Senior high school students receive their instruction in the informal classroom atmosphere located off-campus at the Community House. These older students, however, spend more time at the regular school building than the junior high school group. High school students are at the center during study periods and scheduled Individual Curricula classes.

This older group focuses more on the development of practical skills. Vocational guidance and job preparation are integral parts of each student's outlined program.

During the fall of 1971, the senior high school group learned the techniques of painting and paper hanging when they renovated one of five rooms at the center into a reading lounge.

Instructional materials used by both age groups

A video-tape-unit records students as they pantomime a car trip. Such activities are part of a non-verbal approach to English which leads the students into expressing themselves with words.

include audio-visual materials, low-reading-level books, learning kits, field trips and tapes. Basic math and reading skills are improved in an informal and relevant classroom atmosphere. Students assist each other to learn through peer tutoring.

Both groups of students gain knowledge of skills in practical living by studying citizenship, clothing, economics, job applications, letter writing, safety and telephone usage, in accord with norms stated in a "Behavioral Objectives" booklet. Prepared by the two directors, the booklet lists 250 practical skills which each student is required to learn.

As a result of the project, instructors find fewer discipline problems, a more positive student attitude toward school, closer teacher-student rapport, and more interest in reading and math.

PROGRAM PLANS FOR NEXT YEAR: Plans to continue Individual Curricula after Title III "seed" money terminates in June are being arranged with the local school system.

Educational television programs such as "Electric Company" have proven useful in learning word attack skills.

YOU can...

Request further project information from Co-directors Jack Savona and Norman Whitzell.

Arrange to visit either one or both of the informal programs.

THE OPEN DOOR

Applicant: Superintendent of Stonington Schools
Date of initial Title III funding: April 1970

Director: Mrs. Ruth Sutter
School Administrative District 73
Stonington, Maine 04681

The Open Door was designed to help children with learning problems who live in an economically-deprived, sparsely-populated, but geographically-large rural area.

Chosen as focal point of the project was Deer Isle, a large island containing several small towns just off the Maine coast. This region is one of great physical beauty, where people's lives are shaped by and dependent on the sea and its resources. Typical of the New England tradition, the people are self-reliant and independent of thought. Many are skilled artisans.

The picturesque island, however, has few established industries, and many of its occupations are seasonal. Prior to The Open Door project, local school systems did not provide extensive, but needed, diagnostic and remedial programs for children with learning disabilities.

Environmental study for Open Door students is enriched through field trips such as this visit to a stable.

The Open Door was developed two years ago in an attempt to help children with learning problems in School Administrative District 73 and School Union 93. Diagnostic categories include neurologically-based learning disabilities; physical handicaps, including one cerebral-palsied blind; mental retardation; and emotional problems.

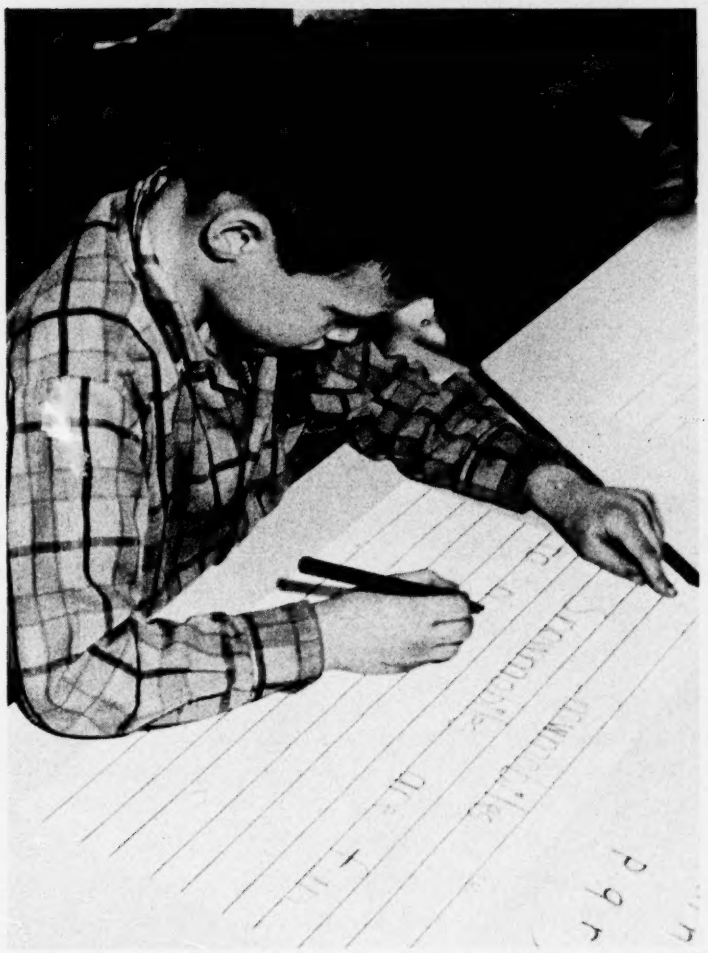
The project opened the door of learning to those who previously were unable to function in a regular school situation or whose needs could not be met in traditional public school classes. The Open Door, in its initial year of operation, demonstrated a means of providing special education and attention for these children.

This past fall, The Open Door had 21 children enrolled in two special education classes at the project's two-room school house. These students have a chronological age span of six years and nine months to 18 years.

One class focuses on the needs of 10 primary children. Classroom activities for this group include remedial-diagnostic teaching, perceptual motor training, behavior modification and environmental study. These students learn from an enriched academic curriculum taught in a warm and accepting atmosphere.

The second class is composed of adolescent boys. The youngsters are exposed to pre-occupational experiences. Class emphasis is on functional reading, arithmetic and writing skills, and consumer and citizenship education, together with exploration of area resources and industry. Instruction is aimed at meeting the individual needs of each student and promoting his intellectual and social growth, as well as the work disciplines and attitudes necessary for successful employment.

Eleven boys originally enrolled in this class; however, during the school year 1971-72, four of



Perceptual motor training is emphasized for Open Door's primary-level students.

them were able to return to their regular schools because of improved adjustment.

Another aspect of the program is a resource-remedial program begun in September 1971. An Open Door resource teacher works directly in two district schools with 21 children who have perceptual impairments or other learning problems. The teacher provides specific individualized help necessary for these students to function effectively in a district school setting. The special education resource teacher also provides consultant services and diagnostic screening to other district schools. This program is beginning to demonstrate a reduction of need for special class placement.

District teachers and administrators become more aware of and oriented to the needs of exceptional children through tuition-free, in-service courses. Last year, the center offered a course on "Learning Disabilities in the Classroom." A new course, "Exceptional Children in the Classroom," is being given to 25 teachers and educators this spring. Of equal importance is the participation of administrators in case conferences and on advisory councils in effecting attitudinal changes and altering plans for programming.

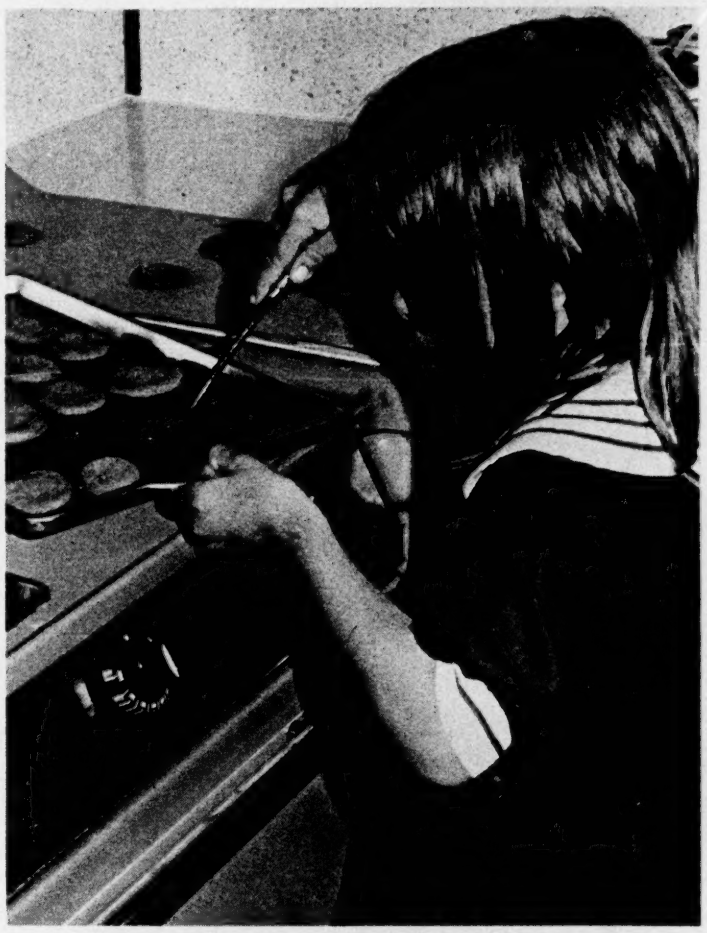
For the second year, three high school seniors, involved in independent study, are taking part in a month-long program of vocational exploration at the center. Following an orientation period, the students are exposed to a variety of structured and supervised experiences designed to acquaint them with special education as a possible career field. Plans for the future include use of The Open Door facility as a demonstration and resource center for student teachers.

Currently completing its second year of direct federal funding through Title III, The Open Door is operated by a staff of two special class teachers, a resource teacher, a full-time teacher's aide, part-time secretary and director. The staff provides individualized teaching, remedial programs and group experiences to children for whom the door of learning was closing. ●

YOU can...

Request more information from the director, Mrs. Ruth Sutter.

Arrange to visit the center.



Reading, arithmetic and science can all be learned through experiences in cooking. The student here is making cookies.

PROJECT PRIDE

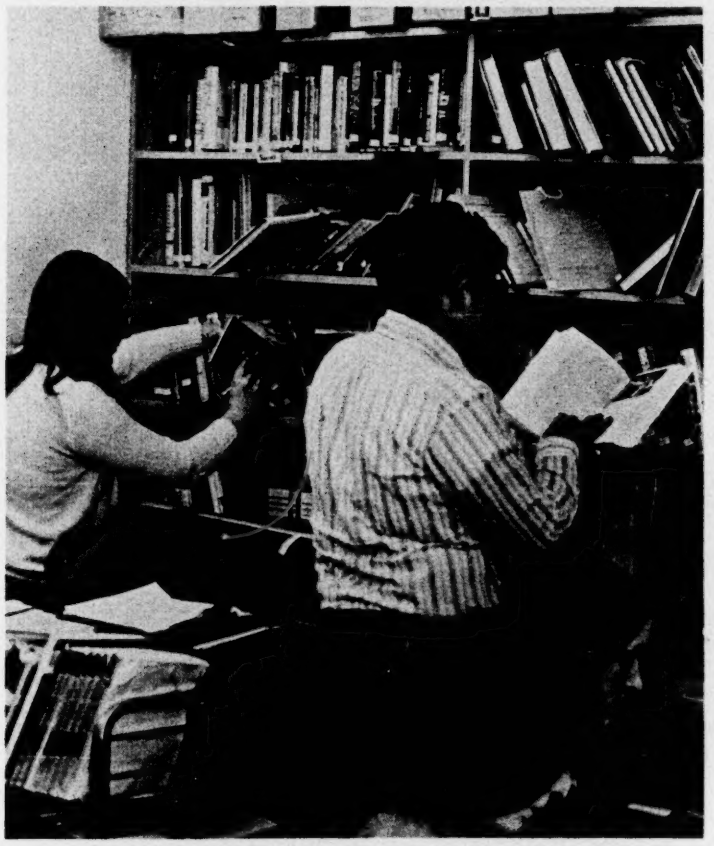
PROBE, RESEARCH, INQUIRE, DISCOVER, EVALUATE

Applicant: Orono School Department
Date of initial Title III funding: July 1970
Director: Daniel W. Soule
Orono High School
Orono, Maine 04473

First there was the land. Then there were the people. There were all kinds of people and they came from everywhere. The West was open space to take. The Statue of Liberty held out its welcoming arms. And the country grew. And the people grew.*

And they called themselves Americans. But what is an American?

This fundamental question, "What is an American?" forms the basis for an American Studies course required of Orono High School juniors. The course, called Project PRIDE, attempts to combine the traditional study of United States history with modern teaching theories and the latest learning methods.



PRIDE students have a wide variety of reference and resource materials available to them through the project's resource room. No single text is used by the project and the students draw upon art, poetry, music, monographs, short stories and novels.

Project PRIDE combines the study of United States history and politics with music, art, literature, sociology and economics. Students gain a broader background in their American heritage and a deeper insight into the problems of present-day America.

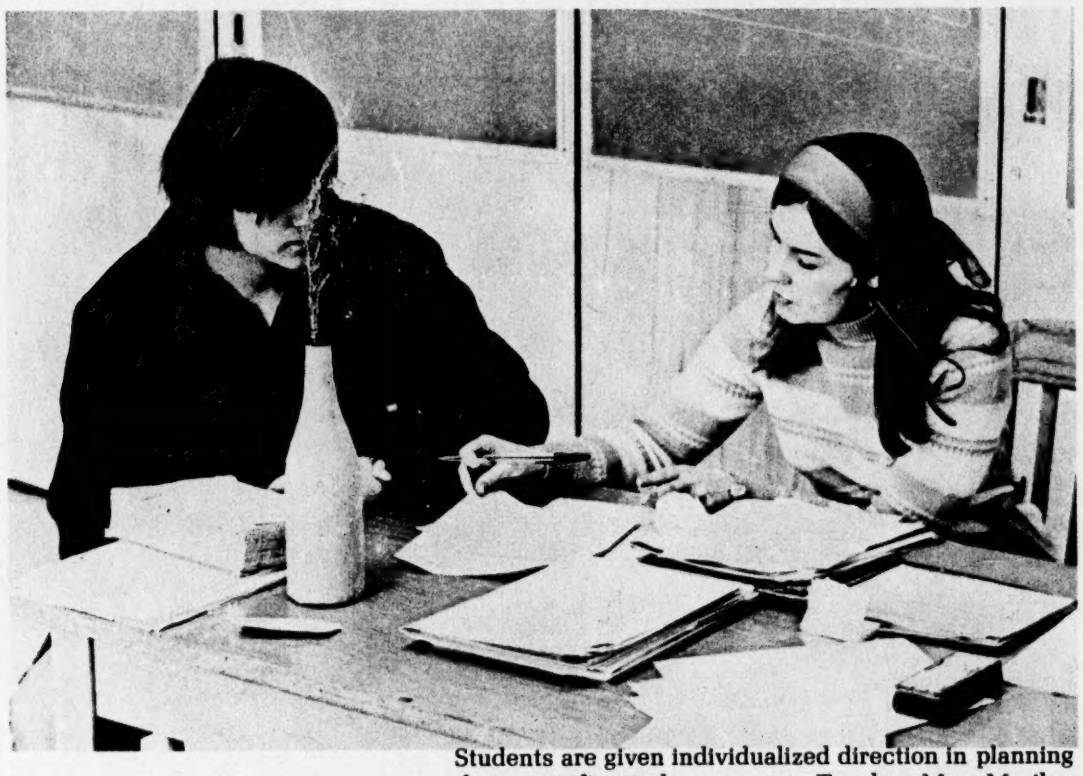
Course material prepares a student-learner to think rationally about complex national issues, such as poverty and war, for which he will share responsibility in the future. A student learns to be aware of and to respond to the needs of his nation.

The educational approach of Project PRIDE is topical. Students learn from large group presentations, small group discussions and individualized study units. The role of the teacher is to motivate his students to DISCOVER:

1. As much as possible about Americans, who they are and how they came to be;
2. The many forces which affect the lives of every American, such as law, politics, art, music and human behavior; and,
3. The most effective method of learning, not only in the program, but throughout school and life.

Students meet for presentations of basic material in both large and small groups at the beginning of each unit topic. Teachers, guest lecturers and audio-visual materials provide an inter-disciplinary, multi-disciplinary introductory background, from which students can develop their own individualized units of study. Among those topics

*Kenneth Seeman Giniger, America, America, America, (New York: Franklin Watts, 1957), p. 115.



Students are given individualized direction in planning their specific study programs. Teacher Mrs. Marilyn Jennewein counsels a student.

to which the students are exposed are:

History and The Historian's Craft,
Rules and Regulations,
Protest and Dissent,
Social Identity,
Urbanization,
America As An Economic Society, and
War and The American People.

Once the students have received this background of information, they assemble in smaller and more flexible groups to explore the topic in more depth. They may choose to work as a group in learning about the same aspects of a topic, or they may choose to work individually on aspects of the topic which are of particular interest to them as individuals.

A student-teacher conference is held to discuss the ideas, goals, learning procedures, materials and evaluation methods of each proposal. Activities such as reading, interviewing, writing, listening and creating are planned, and a unit of study is developed. Each student then begins to probe, research, investigate, discover and evaluate the causes and solutions of his or his team's selected problem.

Each student, with the counsel of a team member, plans a unit of study for each topic. This unit may be historical in nature, or it may be based on a current American problem. In either case, it is tailored to the individual interests and needs of the student learner. There is no single text; rather, novels, poems and monographs in various fields (history, government and sociology) are used. In addition to printed material the students are urged to seek out other resource materials and persons, including people in the community, teachers and fellow students.

After the student has completed his unit study, he and his teacher meet to evaluate his learning experience. The results of this student-teacher conference are recorded. Copies of the evaluation are mailed to the parents of the student.

At the conclusion of the study of the topic, each student is asked to answer some open-ended questions in order to determine his understanding of the concepts involved. This procedure replaces traditional unit testing. A final evaluation is mutually arrived at by students and teachers. As both teacher and student strive to meet the goals of Project PRIDE, they are partners in the study of America's heritage.

...and the country, and the people grew to become proud Americans.

YOU can...

Request more information from Project Director Daniel Soule.

THE MAINE ENVIRONMENTAL EDUCATION PROJECT

Applicant: Yarmouth School Department
Date of initial Title III funding: April 1970
Director: Dean B. Bennett
Intermediate School
Yarmouth, Maine 04096

Knowing the definition of ecology, the causes of water pollution, the effects of unplanned land development and solutions to the solid waste problem does not improve the Maine environment. Only the action of a concerned and aware citizenry will restore and protect the natural resources and enhance the function and quality of the communities of our state.

The Maine Environmental Education Project attempts to develop this citizenry. The project is designed to assist Maine's citizens and educators in emphasizing environmental education in the curricula for elementary and secondary schools.

Project Director Dean B. Bennett and his field consultant, Richard H. MacGown, aid towns and communities in establishing K-12 demonstration programs that are designed to fit each individual community and its environmental and related educational needs.

These demonstration programs may either be directed by a coordinator or a local committee of administrators, teachers, parents and students. Each program is designed to coordinate all subject areas of a school's existing curriculum.

Students at each grade level actively survey and evaluate the natural and man-made environmental components of their school, community or region. Students identify ways to improve the environment and discuss methods for alleviating existing problems and preventing future problems.

Once recognized, the problems are investigated. Conclusions are deduced from researched information, and solutions are implemented and evaluated. Classroom presentations, field trips and discussions are used to develop values, attitudes and the specific conceptual understandings and skills needed to effectively identify and solve environmental problems.

As a student is promoted from one grade level to another, his scope of study expands. In Grades K-1 the study environment is the school. The neighborhood is studied in Grades 2-3, the community in Grades 4-5, and the region in Grade 6. In Grades 7-12, all these areas are studied, as well as issues of statewide, nationwide and worldwide concern.

All students in the program also examine important environmental themes, such as land, water, air, plants, animals, energy and human populations. Other themes based upon resource use and environmental change in relation to the needs of man include: production, human settlement, open space, transportation and circulation, recreation and community services and utilities.

An understanding of land development and soil suitability, pest control, waste disposal and recycling, open space preservation and other issues provides opportunity to plan interesting and meaningful environmental activities. Students may assist in developing environmental management policies for their schools, community tree-planting projects or regional pest-control programs—all examples of environmental management.

The Maine Environmental Education Project was started with local funds as a pilot program by the Yarmouth School Department in 1968. The following year the program became a regional one, financed by and serving the towns of Falmouth, Freeport, Cumberland, North Yarmouth and Yarmouth. At present, the Yarmouth school project serves as a model and resource center for four other demonstration programs being established in Bangor, Kennebunk-Kennebunkport (School Administrative District 71), Oxford Hills (School Administrative District 17), and Cape Elizabeth.

The Yarmouth resource center has a collection of instructional materials and aids for enriching a school's environmental education curriculum.

Students and teachers may visit the center and use the materials. Included are natural specimens, charts, books, maps, pamphlets and special field equipment. Films, filmstrips, slides and other audio-visual aids may also be viewed.

During the summer of 1971, coordinators for the four demonstration programs were trained in a master's degree program at the University of Michigan. Director Bennett has since helped in organizing a special master's degree program at the University of Maine at Orono. As a result, a Cape Elizabeth trainee is now receiving such instruction within the state.

In addition to the four demonstration programs, the Environmental Education Project assists communities and schools throughout Maine in establishing programs tailored to their local areas. These receive direction from a number of interested people.

In the area of teacher education, the Maine Environmental Education Project staff has assisted the Conservation Education Foundation of Maine and the University of Maine at Farmington in developing a pilot student-teacher training program for the Maine Conservation School at Bryant Pond.

The Project has also worked with the Regional Environmental Education Program in Yarmouth and the University of Maine at Portland-Gorham in writing a proposal for a pre-professional, off-campus program for undergraduate education majors. ●

Project Director Dean Bennett and several of his students investigate a rotting log during a field trip.

YOU can...

Request more information about environmental education and assistance available through the Maine Environmental Education Project from Director Dean Bennett.

Arrange to visit the Yarmouth resource center or a demonstration program.

Arrange for a field consultant or coordinator to visit you.

Student concern for the environment is demonstrated during a litter clean-up.

INDIVIDUALIZED LEARNING AND RESPONSIBILITY DEVELOPMENT

Applicant: School Administrative District 3
Date of initial Title III funding: April 1971
Director: David Day
Superintendent's Office
Unity Grammar School
Unity, Maine 04988

"What happens when we take some federal Title III funds, mix in the objectives of individualizing instruction, K-12, add the ingredients of student and adult volunteers, and top it all off with a 'prime time' in-service program tied in with the nation's first four-day student week? The answer is plenty, and at an exciting pace."

Individual Learning and Responsibility Development is a Title III project initiated this year in a rural, economically-disadvantaged, 11-town school district. The project's purpose is to demonstrate that significant and beneficial change can be brought about in a rural educational system when funds for innovation are combined with intensive staff training.

The three-year project is designed to:

1. Increase the amount of individual attention given to students;
2. Allow students more freedom to learn at a pace best suited to their individual needs;
3. Develop a greater variety of learning activities so as to provide for a wide range of student interest, abilities and goals; and
4. Train students to accept increasing responsibility for their own learning behavior.

In-service training for teachers is a major aspect of this program. Here a group of teachers familiarize themselves with a new classroom tool, a small animal skeleton which is mixed up in a box and is to be assembled in the classroom.

Classroom activities and materials are carefully designed so that all students, kindergarten through Grade 12, can work individually and in small groups at varying rates of speed depending upon their individual needs and capabilities. Slower and younger students are helped to master each study unit thoroughly before continuing on to the next assignment. Faster and older students are allowed to progress more rapidly and to choose their own enrichment units.

The result is a better educated child who is more responsible for his own learning. While teachers may offer several alternate ways of learning, each student chooses the method that best meets his own needs and interests.

"The 18-year-old vote has imposed new conditions on the school," comments Superintendent Albert J. Brewster, Jr. "Individual Learning and Responsibility Development attempts to prepare students for their adult roles. The program will help teen-agers accept and use their new freedoms wisely. Students will improve their ability to act responsibly at the polls and in other areas."

Individualized instruction does present certain problems in most school systems. Teachers, for example, must be retrained to use the technique effectively. In the past, school boards and teacher's unions never seemed to agree on early class dismissals for teachers to attend individual learning workshops.

In addition, most teachers found it too exhausting to attend in-service courses after a full day of teaching. There was little time for this retrain-

ing until the four-day school week for students.

This past fall, School Administrative District 3 developed the nation's first four-day school week in an attempt to curb the rising costs of its school budget. However, in granting permission for the four-day program the State Board of Education placed limits on the number of four-day weeks. As planned for the first year, Fridays were dropped from the school calendar from September until December recess, with 1,670 students attending school from 8:30 a.m. to 3:25 p.m., Monday through Thursday. From January to March every other Friday was dropped and from March until June one out of four Fridays were deleted.

For the student, these Fridays have been free days. They have had the opportunity to do make-up work, to work at part-time jobs, or to participate in extra-curricula activities. Teachers, however, have been required to attend special four-hour, in-service workshops geared to individualized instruction.

The workshops, which were conducted every Friday morning, provided opportunity for 78 district teachers to study new teaching and learning methods and to discuss new ideas with their colleagues.

The workshops, in addition, concentrated on developing diagnostic and evaluative skills, writing educational objectives, preparing individualized materials, individualizing and humanizing the traditional classroom setting, creating learning centers, and revising and coordinating the curriculum.

A number of consultants participated in these workshop activities. The consultants were professionals from local colleges and universities, public and private elementary and secondary schools, the Maine Department of Education, and other educational personnel from Maine and Massachusetts.

Although Individualized Learning and Responsibility Development has not yet completed its first year, indications are that it has started to meet its objectives.

Classes tend to be more open and productive. Rather than directing one activity, teachers who use individualized instruction may guide groups of students working at the same time on a variety of projects.

Students in a high school home economics class, for example, are now cooking, sewing, doing child care and interior decorating all at once, in small groups throughout the room. Girls who once displayed negative feelings about school are now developing interest as a result of having more choice and responsibility.

Twenty-two teachers in the district volunteered to initiate pilot activities during the first year. Activities focused on greater individualized learning at almost every grade level and in nearly every subject area, kindergarten through high school.

Some teachers developed individualized learning centers and materials in several subject areas while others concentrated on one area at a time.

At the completion of this first year, the University of Maine at Orono, in cooperation with the Maine Department of Education, will conduct an extensive evaluation of the project. Student achievements will be compared with those of previous years. Changes in classroom environments, teaching methods, and the attitudes of teachers, students and the community will be carefully assessed.

CONTINUATION PLANS FOR THE PROJECT: The second and third years of the project will be characterized by more individualization, with the greatest emphasis on younger students. In-service training will be broadened and intensified and, finally, all project activities will be phased into the regular school programs. ●

YOU can...

Arrange to visit an individualized classroom.

Assist one of the pilot teachers in the classroom as a volunteer.

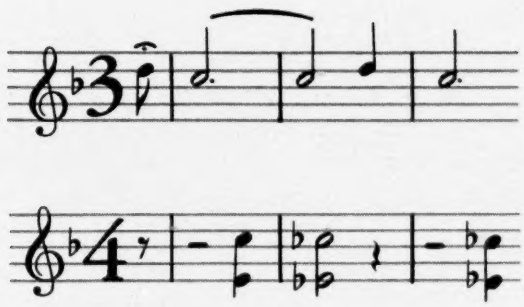
Prepare individualized materials to be used in a classroom. (Project teachers will indicate the type of materials they need.)

Practice teaching and fulfill internship responsibilities in an individualized, innovative setting.

Request further information from Director David Day.

Emphasis is placed on making education more activity-oriented and enjoyable, providing students with a variety of options to meet their own needs. Here students work with pencils, paper and paste.

TRAVELING FROM SOUND TO SOUND



Applicant: Harrington School Administrative District 37
Date of initial Title III funding: July 1971
Director: Virgilio Mori
Maine Department of Education
Augusta, Maine 04330

The word SOUND has many meanings, meanings that refer to sound we hear, sounds we cannot hear, sound as it refers to the study of the sea, and the absence of sound, or silence. To travel from one meaning to another could drive us batty if we expect to go the straight and narrow way. So, in order to keep the channels of communication clear, and to avoid a widening gulf of misunderstanding...*

Music is a moving experience. This little girl snapped her fingers in time to the beat during a presentation.

Traveling from Sound to Sound was developed as a flexible, adaptive method of teaching music and music appreciation to elementary school children.

The brainchild of the Harpswell Sounds, a trio of female vocalists, Traveling from Sound to Sound is an innovative music education program designed primarily for school systems that do not offer music in their curriculum. The objectives of the program are:

1. To present to parents and teachers the need for music as an integral part of each child's school experience;
2. To instill in children a desire for music as a part of their school studies;
3. To relate music to other courses in the curriculum;
4. To provide outlets through the medium of music for student creativity; and
5. To stimulate a desire in children to learn to play musical instruments.

The program emphasizes the semantic development of the word "sound" as it relates to music, marine sciences, art and language. Music is employed as a teaching tool that relates music education to other subjects taught in elementary schools.

Students learn about sound and music through the study of marine science and geography, folklore, oceanography and history. Sound waves are likened to small waves which travel along the surface of water, like the ripples which radiate from a stone thrown into a pond.

*Traveling from Sound to Sound teacher manual.

The song "Twinkle, Twinkle, Little Bat" introduces the study of sonar waves, bats, rodents, porpoises and the laying of the trans-Atlantic cable. Students learn from a song about bells that buoys are signals to warn sailors of dangerous sea areas. The song is taught to the accompaniment of real bell sounds.

Traveling from Sound to Sound is in its first year of federal funding through the Title III office. This year the program is benefiting students, teachers and parents of nine local school districts in various parts of the state.

The program consists of three separate visits by the trio at each school. The first session is a live performance accompanied by visual illustrations of the Maine environment and taped undersea and outer-space sounds. Students and their teachers become aware of the sounds of music and the creative process from which they evolve. The class hears how music imitates the sound of the sea, and experiences the excitement of making music.

The second visit includes two presentations by the group. During the day, the teaching trio demonstrates for the class a multi-media kit containing a film strip, records, song books and teacher's manual. The school keeps the easy-to-use kit for teachers to use in supplementing and enhancing their courses.

At the evening performance, the vocalists present a program to parents and teachers in an attempt to help parents and educators realize that music is an important part of life which should be made available to all Maine children. The performance demonstrates project techniques and songs taught.

At its final visit, the group helps the youngsters plan and create their own musical program, based on class interpretation of the project materials. Using song books, illustrations, a young narrator and their own script, the children experience a feeling of accomplishment in their new activity.

PLANS TO CONTINUE THE PROGRAM: If the project proves successful this first year, the sounds of music will be reaching children of other Maine communities in the next two years.

●

YOU can...

Request more information from Project Director Virgilio Mori

Students react to music. These boys are altering the sound by putting their fingers in their ears.

PROJECT LODESTONE

Applicant: Superintendent of Calais School Department
Date of Initial Title III funding: July 1971

Director: Walter J. Taranko
P.O. Box 356
Calais, Maine 04619

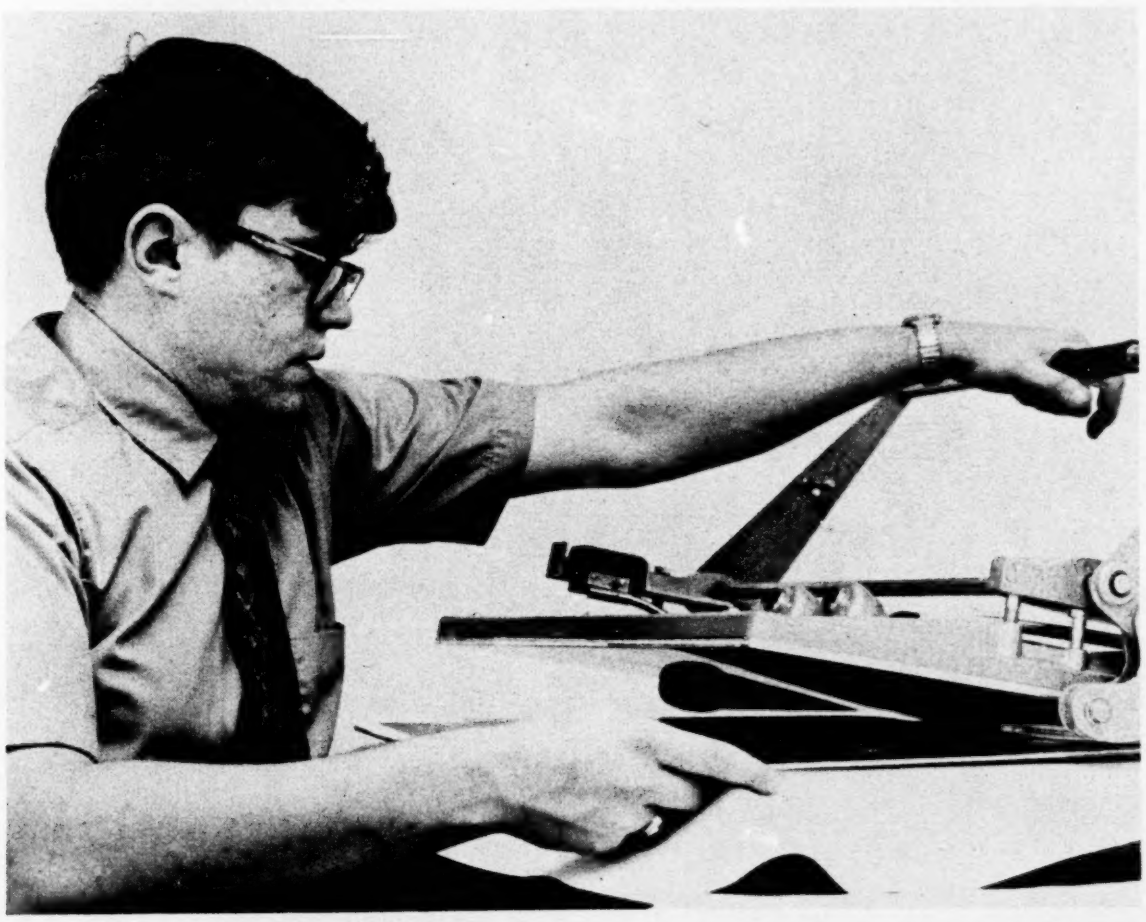
Project Lodestone is the first multi-media program in Maine to be designed for a remote and sparsely populated area. The center is located in the former administrative building of Washington County Vocational Technical Institute at Calais.

Described by Project Director Taranko as "a vehicle for more highly individualized and interest-centered educational programs," the media center provides multi-media instructional materials and services to all the schools of Washington County without charge. The center has equipment for mounting and laminating pictures, lettering, making transparencies and producing slide sets.

Lodestone also has a Thermo-Fax machine and provides repair and cleaning service for instructional materials currently used in local school systems. Filmstrips and tapes, for example, are spliced at the center.

A library of educational media materials, such as filmstrips, slide sets, tapes, cassettes, records, film loops and learning kits, is located at the center. The materials are available on a temporary loan basis to both public and private school teachers.

Catalogs listing the available materials are issued to the county's schools in the fall.* These listings are supplemented periodically throughout the year.



Dry mount press is operated by Project Director Walter Taranko.

*Every principal's office has a copy for its school, and teachers may receive their own copies by contacting the center.

23

Informational flyers and monthly newsletters are mailed to participating teachers to inform them of new materials, events and special activities.

Visiting more than 35 elementary schools in Washington County with a Christmas films festival, the project's staff showed Christmas films to more than 4,200 children during December.

For teachers who are not trained in the use of audio-visual equipment, the center offers in-service training. Teachers learn to prepare and use instructional materials for supplementing and enriching their curricula.

Lodestone also plans workshops in curriculum planning, innovative teaching methods, and media education. The workshops are held after school hours or on Saturdays, and the sessions are tailored to the teaching needs of individual schools.

Project Lodestone maintains a library of educational materials and supplies which are made available to both public and private school teachers. Keeping these materials in order is part of the responsibility of the project's secretary.

Through the center, teachers may obtain free printed materials such as maps, charts, diagrams, booklets and pictures. Also available are lists of free films and inexpensive film rentals.

"Just as a true lodestone attracts," says Taranko, "Lodestone is attracting teachers and students alike to a greater educational effort. The center attempts to alleviate some of the many educational problems existing in the economically-depressed region of Washington County."

Thirty communities, 330 teachers, and 7,600 pupils are benefiting from the program during its pilot year. Services extend to students and teachers at the Peter Dana Point and Pleasant Point Indian reservations, and the "Our School" project, a non-profit, free school in Robbinston. A special international service is also extended to the Thelma Kirkpatrick School for the mentally retarded in St. Stephen, New Brunswick.

A toll-free WATS (Wide Area Telephone Service) line telephone number is available to students and teachers wishing to contact the center, and a free delivery service is provided to all participating schools within the 2,200-square-mile area.

A special mobile van distributes all requested materials. Equipped with movable shelves, the van carries workshop equipment and supplies and a library of materials for school use.

Lodestone also sends requested materials through the United States mail to all the school districts.

Teachers and students living near Calais may visit the center Monday through Saturday. Regular hours of operation are 9:00 a.m. to 5:00 p.m., Monday through Friday, and 8:00 a.m. to 1:00 p.m. on Saturday. For those individuals who are only able to use the facilities of the center during the evening, Lodestone remains open from 6:00 to 10:00 p.m. on Thursday night.

Located at the center is a professional library. Current student and professional publications, educational periodicals, college texts and technical manuals are thus accessible to students and teachers.

Students may use materials on-site or may borrow them from the center. Student-users of the center receive informational flyers which describe the objectives and services of Lodestone.

Project Lodestone is operated by a 14-member, county-wide board of directors. The board consists of the superintendent of each participating school district and one delegate-at-large. The center has a three-member staff.

Projected future services of the center include a children's library, a photographic darkroom and motion picture library. ●

YOU can...

Request information by calling the center.

Maine Title III Projects
1966 - 1972

Listed by Sponsoring Community

Auburn	Professional Improvement for Elementary Principals
	Educational Service Center
Augusta	Planning Model Schools in Maine
Bangor	Music in Maine
Bath	Operation Treasure Hunt
	Operation Lighthouse
Biddeford	Learning Services HUB
Bridgton	Bright Peaks
Brunswick	Unified English Language Curriculum
	Demonstration Center for Utilization of Multi-Media In Elementary Social Studies
Calais	Project Lodestone
Falmouth	ARISE (Active Rehabilitation Integrated with Socialization and Education)
Frenchville (SAD 33)	Bicultural Curriculum Development and Teacher Renewal
Harrington (SAD 37)	Traveling from Sound to Sound
Islesboro	Comprehensive Guidance and Counseling Service for Rural Maine Communities
Jackman	Pilot Breakfast Program
Kittery	RAMP (Regional Academic Marine Program)
Newport (SAD 48)	Elementary Curriculum Coordination
Norway (SAD 17)	Specialized Language Activities for the Rural Disadvantaged
Orono	Area Studies—Focus Germany
	Project PRIDE
Portland	EPIC (Experimental Programs in Curriculum)
	PRIME (Portland Regional Instructional Media Experiment)
	PREP (Pupil Rehabilitative Education Program)
Skowhegan (SAD 54)	Remedial Reading Mobile Laboratory
South Portland	Use of a Time-shared Computer
Stonington	The Open Door
Unity	Individualized Learning and Responsibility Development
Waldoboro (SAD 40)	Model State Workshop and Laboratory School
Waterville	Model Library and Materials Center
Wells	Cultural Enrichment Program
Windham	Outdoor Laboratory of Natural Science
Winthrop	Individual Curricula for Educationally Handicapped Children
Yarmouth	Oceanography for Maine Youth
	Maine Environmental Education Project